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ABSTRACT

The document contains 32 profile sheets describing projects serving handicapped students under the auspices of the Arizona Department of Education. Information sheets include the program title, director's name, address, phone number, and a brief description of the program. Among the programs covered are the following: Arizona Child Find Project, Career Education Preparation and Experience Program, Far West Development Learning Center, Oral Language Development Program, and Work Experience for the Handicapped. (SW)

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Title VI - Part B

Special Education :

RFP
PROJECT PROFILES

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FY 83

Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent
September 1982

EC 151635

AMPHITHEATER UNIFIED DISTRICT

Leila Johnson, Director
Amphitheater Unified District No. 10
125 East Prince Road
Tucson, AZ 85705 **Phone: (602) 293-3452**

The Amphitheater program is serving all severely multiply handicapped (MH) students living within the Amphitheater School District. Students presently being served range in age from 7 to 19 years.

The program is directed by Leila Johnson, Assistant Director of Special Education. Staff directly involved with the program consists of a teacher of the MH and two instructional assistants, with services from a school psychologist, speech/language pathologist, audiologist, adaptive physical education teacher, and school nurse. Physical and occupational therapy services are contracted as the need arises.

This project provides a portion of the specialized equipment that is needed to provide the individualized activities appropriate for MH students.

Through this combination of local and federal support, our MH students have access to an appropriate and successful educational program.

ARIZONA CHILD FIND PROJECT

Serving Handicapped Children in the State of Arizona

Tommi Pierce, Director
Arizona Department of Education
Special Education Office
1535 West Jefferson Street
Phoenix, AZ 85007 **Phone: (602) 255-3183**

Child Find, through toll-free numbers, offers a statewide network to locate and refer handicapped children who need assistance in being screened, diagnosed, and treated.

The project maintains a continuously updated directory of services and a preschool directory for handicapped children by geographic area. Those interested in helping a handicapped child are provided a list of resources available in their area that provides services appropriate to the age level and handicap of the child.

An additional function of the Child Find program is to train and provide volunteer advocates to assist families in obtaining services for handicapped children. The advocate is a resource person who is informed about state and federal laws, the rights of parents and schools, and placement procedures for special education programs for the approximately 51,000 handicapped school children now enrolled in Arizona.

Assistance to persons seeking information has been provided over a six-year period. In addition to the printed directories, during the 1981-82 project year 100 Child Find posters and 1,340 informational brochures were disseminated, along with newsletters and literature on legislation. Also, 470 calls were logged on the Child Find phones. During the same period, five advocacy training sessions provided instruction on the rights and responsibilities related to serving handicapped children to 150 parents, school personnel, and community members. Forty-five advocates were assigned to families upon request.

Child Find continues its community awareness program through the various news media to inform the public about the rights of handicapped children and services available to them.

Arizona Child Find can be reached in Phoenix at 255-5200, or the toll-free number 1-800-352-5468 outside the Phoenix area.

ARIZONA DEPARTMENT OF EDUCATION

ARIZONA DEPARTMENT OF CORRECTIONS

Serving Handicapped Adolescents in Arizona Correctional Facilities

Mark Hamm, Director
Arizona Department of Corrections
321 West Indian School Road
Phoenix, AZ 85013 **Phone: (602) 255-5820**

The Arizona Department of Corrections uses EHA Title VI-B funds to provide special education services to approximately 100 adolescents incarcerated in four correctional institutions throughout the state. The project supports the employment of four special education teachers who contribute to the effort to provide special education services, as described in ARS Title 15.

These teachers serve 100 students on a daily basis. The resource room method of instruction is utilized and teaching strategies are implemented on an individual basis in accordance with each student's Individualized Education Program (IEP). The IEPs are developed through a joint effort of administrators, psychologists, classroom teachers, special education instructors, and, when possible, the parents.

The length of student involvement in the special education program is contingent upon the duration of each student's incarceration. In the main, students receive a minimum of 45 minutes of instruction five days a week for approximately five months. Developmental curriculum is used in each classroom in an effort to insure the highest degree of measurement and efficiency.

ARIZONA DEPARTMENT OF EDUCATION

CAREER EDUCATION PREPARATION AND EXPERIENCE PROGRAM (C.E.P.E.P.)

Serving Handicapped Students in the Prescott Unified School District, Humboldt Unified School District, Mayer Unified School District, and Chino Valley School District

William R. Makela, Director
Prescott Unified School District No. 1
P. O. Box 1231
Prescott, AZ 86302 **Phone: (602) 445-5400**

This project provides academic and vocational services for approximately 50 handicapped students between the ages of 13 and 21 years. The project is based on a proven vocational model of work experience education as utilized in the regular secondary program. It includes vocational assessment, work exposure and education, work experience, and follow up. Activities are designed to promote good work attitudes, work habits, vocational awareness, and a sense of responsibility. Social skills are taught to assist students to interact effectively with classmates and fellow workers. Student involvement may include field trips, classroom role playing, simulated application completion, interviewing, practical economic skills, telephone use, and dealing with work-related problems.

The work experience segment of the program takes place off campus after basic skills are learned. Job opportunities are located and secured by the counselor/work experience coordinator. A combination of school training and work experience opportunities are developed in the Individualized Education Program (IEP) for each student in relation to his or her level of progress through the program. IEPs are developed cooperatively for each student by the project counselor/coordinator, project teacher, parent, employers, and other school or consultant personnel. Parental involvement is emphasized through parent meetings, an advisory council and, when possible, as resource personnel. Within individual limitations, work education includes aspects of basic subjects including reading, math, writing, and speaking skills.

Transportation for these handicapped students is provided to and from school as well as to and from off-campus work experience programs. Evaluation of individual student progress is made by project, school district, and consultant personnel.

In-service training is provided to the certified staff relating to preparation and implementation of pre-vocational, career awareness, and career interest activities within the curriculum.

CENTER FOR EMOTIONALLY HANDICAPPED STUDENTS

Joan Vierthaler, Director
Bullhead City Elementary District No. 15
P. O. Box 778
Bullhead City, AZ 86430 **Phone: (602) 758-6606**

Bullhead City Elementary School District No. 15 serves a number of unincorporated, but rapidly growing, communities just south of Davis Dam along the shores of the Colorado River in a remote area of northwestern Arizona. It is estimated that between 12,000 and 18,000 residents live within the boundaries of the district. Currently, this growing district's enrollment stands at more than 1,280 students, grades K-8.

In order to provide full and appropriate programming for its six severely emotionally handicapped students, ages six to nine, the district provides comprehensive programming designed to emphasize the EH child's unique coping and socialization needs as well as meeting his/her basic academic educational program.

In this project, when the children are identified as seriously emotionally handicapped they are placed in a self-contained classroom. This classroom involves children in these three basic and intrinsic centers of activity: the order center (for behavior control), the exploratory center (for awareness of the world about them), and the mastery center (for academic achievement). The children are guided by project staff in their center-to-center activity, so that their frustration is minimal as positive reinforcement is emphasized.

Counseling of the child, both individually and in groups, is also an essential part of the program. Speech therapy is provided to the students as necessary.

Parent involvement in all aspects of the program is fostered and encouraged. Our counselor and teacher have one night meeting per month to help encourage school/home liaison. Parents also participate in Individualized Education Program (IEP) planning. Weekly progress reports are sent to parents. The reports are narrative in form and have suggestions to provide school/home carry-over.

CENTRAL ARIZONA CHILD EVALUATION CENTER

Richard W. Carroll, Ph.D., Director
Institute for Human Development, NAU
C. U. Box 5630
Flagstaff, AZ 86011 **Phone: (602) 774-2181**

The Central Arizona Child Evaluation Center, located in the Arizona Children's Hospital, Tempe, Arizona, provides comprehensive psycho-educational evaluation services to handicapped children between birth and 21 years of age in Maricopa, Pinal, Gila, Yuma and Southern Mohave counties. Children who are severely handicapped and who are unserved or underserved receive first-priority consideration.

The CACEC service delivery system consists of one primary service component, the Developmental Assessment Service, which provides streamlined comprehensive evaluations to an estimated 150 children during Fiscal Year 1982-1983.

The CACEC continues to provide Brain Stem Response Audiometry for 80 children between 0 and 21 years of age whose hearing status cannot be determined by conventional audiological assessment procedures. This service is available to all Arizona children regardless of the county of residence.

In order to provide these services, the Central Arizona Child Evaluation Center is staffed by one certified diagnostic teacher, a certified school psychologist, a behavior specialist/psychometrician, a speech pathologist, an intake coordinator, a services coordinator, three clerical personnel, and a project manager. Project consultants include an audiologist (for conventional and brain stem testing), physical therapists, and bilingual specialists.

CHILDREN'S EVALUATION AND TREATMENT SERVICES

Serving Handicapped Children in Coconino, Navajo, Apache, Yavapai and Mohave Counties

Dr. Richard W. Carroll, Director
Institute for Human Development
Northern Arizona University
C. U. Box 5630
Flagstaff, AZ 86011 **Phone: (602) 774-2181**

The Institute for Human Development Children's Evaluation and Treatment Services project provides diagnostic and remedial services to severely handicapped children between birth and 21 years of age residing in Northern Arizona. The project consists of four components: (1) Screening and Identification Clinics, (2) Interdisciplinary Evaluation and Follow-along, (3) Intensive Treatment Program component, and (4) the Paraprofessional Outreach Treatment Program. All services are provided by an interdisciplinary team of professionals representing medicine, nursing, psychology, education, special education, speech and language therapy, physical therapy and occupational therapy. Follow-along and nutritional services are available through outside contracts.

The screening and identification component is designed to identify children, as early in life as possible, who display severe developmental delays or who show signs of being at risk of having significant developmental handicaps. Those identified as severely handicapped will be referred for either an interdisciplinary evaluation, an appropriate treatment program or technical assistance/training services. Other children not requiring such comprehensive treatments are referred to other programs as required.

The interdisciplinary evaluation consists of an in-depth assessment of a child's skills, abilities and potential in all major areas of function. A diagnostic statement, a prescriptive remedial treatment plan and follow-along services are major products of the evaluation. Follow-along is determined by the individual requirements of each case and may consist of therapy services, technical assistance/training or general professional consultations. Children who reside in proximity to Flagstaff are evaluated at the Institute facilities; traveling clinics are conducted for children residing outside the Flagstaff vicinity.

Children and infants living within a catchment area of Flagstaff are eligible for intensive treatment and educational services through the intensive treatment

(continued)

program component. These children participate in an interdisciplinary classroom at the Institute as well as receive home training. A prescriptive plan is developed and implemented for each child enrolled. Progress toward program objectives is monitored weekly and modifications of training and treatment procedures are made as needed. Services from this component are reserved for the most severely handicapped children and their families.

The Paraprofessional Outreach Treatment Program serves those children residing in areas geographically remote from the Institute's Flagstaff facility, but who would benefit from a program of treatment intervention. Paraprofessionals who are trained and monitored by the Institute's project staff implement each child's Individualized Education Plan/Prescriptive Plan. Approximately three service hours are provided each week to children served in the paraprofessional outreach component.

CHILDREN'S EVALUATION CENTER OF SOUTHERN ARIZONA

A Regional Diagnostic Center Serving
Developmentally Disabled Children

R. M. Marshall, M.P.H., Director
Children's Evaluation Center
33[illegible] South Freeway
Tucson, AZ 85745
Phone: (602) 624-8361

Patricia A. Nolan, M.D., Director
Pima County Health Department
151 West Congress Street
Tucson, AZ 85701

The goal of the Children's Evaluation Center of Southern Arizona (CECSA) is to provide comprehensive, interdisciplinary diagnostic, and prescriptive evaluation services to all unserved or underserved handicapped children in Southern Arizona (Cochise, Graham, Greenlee, Pima, and Santa Cruz counties).

The CECSA provides services to children from birth to 21 years of age (with priority on intervention as early in life as possible) who have, are suspected of having, or who are high-risk for developing a severe intellectual, developmental, psychological, emotional or physical disability, which lends itself to an interdisciplinary approach: two or more presenting problems in the sensorimotor, communicative, social/affective, cognitive, physical/health, or self-help areas.

The diagnostic evaluation of the child's abilities and special needs comprises a thorough problem-oriented assessment of the child's strengths and weaknesses and the most appropriate goals for optimal growth and development. To meet the unique needs of each child requires the participation of specialists from different backgrounds working as an interdisciplinary team. The Project team is composed of the following members: pediatrician, clinical psychologist, psychometrist, speech-language pathologist, public health nurse, social worker, special educator, physical therapist, and occupational therapist.

To determine if CECSA is the best program to meet a child's special needs, each application is screened by CECSA's professional staff which considers information gained from background records, a home assessment and parent interview, and information or concerns from other agencies or individuals serving the child. If CECSA is found to be the best program to help, a case manager is assigned to arrange and coordinate the child's evaluation. The evaluation may require more than one visit to the Center. Whenever possible, the services are provided in the child's own community; however, it may be necessary to have the child come to the Center for additional studies.

(continued)

Children's Evaluation Center of Southern Arizona (continued)

After the individual assessments are completed, members of the team meet to interpret, discuss, and synthesize the results and recommendations. Following this, one or more members of the team meet with the parents to discuss the diagnosis and how they can best help the child with his/her particular problems. Individual treatment programs are developed and recommended to meet each child's special needs and to help him/her reach his/her fullest potential. Families are assisted in enrolling their children in preschools, schools, and other appropriate community resources. The Center staff also provides a continuum of follow-along services to the family and educators. Additional help is provided through parent training, technical assistance, and progress monitoring.

CHINLE FULL EDUCATIONAL OPPORTUNITY PROJECT

Serving the Vocational Needs of Handicapped Students on the Navajo Indian Reservation in Apache County

Nick Rampone, Director
Chinle Public Schools
P. O. Box 587
Chinle, AZ 86503 **Phone: (602) 674-3481**

This project provides its 29 participants with an opportunity to adapt more easily to the vocational education curriculum at Chinle High School through the services of two special education/vocational teacher aides. These aides are directly supervised by, and carry out the instructions of, the four regular vocational teachers. However, the two aides work only with handicapped students enrolled in vocational classes.

The aides are also able, when necessary, to instruct the handicapped students in the Navajo language and supervise them in the laboratory sections of the vocational education classes.

CRANE ELEMENTARY SCHOOL DISTRICT

Lynn S. Thompson, Director
Crane Elementary District No. 13
4250 West 16th Street
Yuma, AZ 85364 **Phone: (602) 782-5183**

The program consists of a class for the hearing handicapped, with a certified teacher and a mainstreaming aide, located at the Crane Rancho School. Students from Crane Elementary and Yuma Elementary are placed in this class, and other area schools are invited to place hearing handicapped students in the class.

A therapy center with specialized equipment for the physically and/or multiply handicapped is located at Crane Viejo School. An aide and a communicator board are utilized for mainstreaming certain PH/MH children in the least restrictive educational environments. A second aide implements the therapy goals provided for the physically handicapped.

Contractual speech and language services are provided for the MH, PH, TMH, and EMH self-contained children who need extended services according to their IEPs.

For the self contained, severely emotionally handicapped children who have not received sufficient related services according to their IEPs, counseling is provided.

EARLY CHILDHOOD EDUCATION FOR THE SEVERELY/MULTIPLY HANDICAPPED

Dr. Thomas Roberts
Department of Special Education
Arizona State University
Tempe, AZ 85281 **Phone: (602) 965-1454**

The Early Childhood Education for the Severely/Multiply Handicapped (ECE-SMH) Center provides direct education services for eight to ten moderately, severely, and multiply handicapped children from ages three through five and their parents. Facilities are located on campus at Arizona State University. Developed as the result of a federal grant, the purpose of the program is to serve as an exemplary service model for moderate-to-severe and multiply handicapped children ages three to five. Services include individualized program plans implemented through the use of *direct instruction* techniques. Enrollment is open to all eligible children, with the majority coming from the Tempe, Scottsdale, Mesa and southeast Phoenix area.

This program operates a Basic Skills class for three-through-five-year olds. The staff includes the equivalent of a full-time teacher and support services for eight to ten children and their families. Individual programs are implemented using *direct instruction* with the assistance of Arizona State University preservice students (one assigned to each child). Management is provided by the Center director and program manager.

Program strengths are: (1) service delivery using direct instruction, (2) parent involvement training, (3) continuous progress monitoring, and (4) preservice student involvement.

ESCUELA PARA LOS NINOS

Serving Handicapped Children in Southern Apache County

Eileen H. Lindsey, Director
St. Johns Unified District No. 1
P. O. Box 391
St. Johns, AZ 85936 **Phone: (602) 337-2255**

The Escuela Para Los Ninos provides services for three children between the ages of three and four, who have been identified as multiply handicapped, including trainable, severe and profound levels of retardation. Services include, but are not limited to, speech, physical and occupational therapy in accordance with each student's Individualized Education Program (IEP).

The specialized staff includes the teacher-director and one aide. The services of a speech, occupational and physical therapist are provided on a consulting basis.

Staff development is provided through in-service training and SELECT courses. Parents are invited to attend all training sessions.

Parents are involved in writing and updating the IEP for each child. Parents also meet with the special education teacher-director, once at the school and once at their home during each semester, to receive supportive information which facilitates home carry-over of training and skills as prescribed in the IEP. In addition, the parents receive a written progress report from the teacher-director every six weeks. A home visit program is planned for the month of June 1983, beginning with a parent in-service on home training.

EXPANDED RELATED SERVICES

Mim Westeen Kennedy, Director
Kingman Elementary School District No. 4
3033 McDonald Avenue
Kingman, AZ 86401 **Phone: (602) 753-5678**

Kingman School District No. 4 provides occupational therapy as a related service to those students with an identified need and an evaluation which states that occupational therapy is a recommended related service. This program is under the administration of the director of special education. Presently, 71 students, ages 5-14, have been evaluated by an occupational therapist and have been determined to require occupational therapy services. These children have occupational therapy treatment goals and objectives written into their 1982-83 Individual Education Plans (IEPs).

With the increasing number of students needing occupational therapy services (up from 50 in 1981) and with the addition of more severely handicapped students, the occupational therapist's time and facilities are stretched to capacity. An aide, trained by the O.T.R., allows the therapist to provide more service time to the students.

Direct services to students, consultation and instruction to parents and staff are provided by the therapist. Techniques for carryover for home program are taught. Parent participation is encouraged in all aspects of programming, such as in formulation of the IEP, parent meetings, etc.

Program effectiveness is determined by improvement in the children's performance and by means of a questionnaire for parents of children in the program and school personnel who work with the children.

EXTENDED REMEDIATION FOR EXCEPTIONAL CHILDREN

Summer Program for Severely Handicapped

Charleen von Gortler, Director
Tucson Unified School District No. 1
P. O. Box 40400
Tucson, AZ 85717 **Phone: (602) 791-6525**

Project EREC, *Extended Remediation for Exceptional Children*, offers summer programming to the most severely involved students in each of the handicapping conditions.

Approximately 200 youngsters are served through four service settings: (1) Sheltered Workshop, (2) Therapeutic Recreation, (3) Secondary Academics, and (4) Elementary Academic and Pre-Academic components.

Six weeks of programming is planned around individualized instructional objectives. Occupational/physical and speech-language therapies are available as needed.

Several components have distinctive features beyond the remediation itself. High school students can accrue credit toward graduation. Sheltered Workshop participants are *paid* on a piece-work basis as they acquire vocational skills. Emotionally handicapped students are offered a variety of recreational activities in a therapeutic setting.

A staff of 41 special people serve this population which is drawn entirely from self-contained classes and special schools. The students are recommended for the service at their individual educational planning conferences. Service components are framed around projected needs and shaped by pupil interest and student maturity.

FAR WEST DEVELOPMENTAL LEARNING CENTER

Serving Handicapped Children and Young Adults
in Western Maricopa County

Gary D. Spiker, Director
Far West Developmental Learning Center
19956 West McDowell Road
Buckeye, AZ 85326 **Phone: (602) 257-2843**

The Far West Developmental Learning Center is located eight miles west of the Litchfield/Avondale area and eight miles east of the Buckeye area. The Center is off the Jack Rabbit Trail exit of Highway 10 West, north to McDowell Road, then west to 19956 West McDowell Road. The Center currently provides services for 42 children and young adults between the ages of 5 through 21 who have been identified as multiply or mentally handicapped, including trainable, severe and profound levels of retardation. Services other than our teaching staff and full-time nurse include, but are not limited to, speech therapy, occupational therapy, and physical therapy in accordance with each student's Individualized Educational Program (IEP). The Center utilizes its swimming pool for therapy and recreation plus its variety of adaptive playground equipment.

The specialized staff includes the executive director, primary teacher, intermediate teacher, vocational teacher, teacher for the multiply handicapped person, speech therapist, occupational therapist, physical therapist, one primary aide, one intermediate aide, two aides for the multiply handicapped, nurse, two bus drivers, maintenance person, secretary/bookkeeper and volunteer aides. Staff development is provided through in-service training, SELECT courses, and ongoing education through the universities. Parents are invited to attend all training sessions.

Parents are involved in writing and updating the IEP for each child. Parents are also invited to attend bimonthly group meetings to receive supportive information which will facilitate home carryover of training and skills as prescribed in the IEP. The nurse provides home/school-related activities such as health care, personal hygiene, self-help skills, and awareness of community resources. Bimonthly newsletters and progress reports are sent home to help further involve parents and develop an awareness of school activities.

HANDICAPPED EDUCATIONAL LEARNING PROJECT

Dr. Ralph McBride, Director
Chandler Unified School District No. 80
500 West Galveston Street
Chandler, AZ 85224 **Phone: (602) 963-4521**

The program is designed to provide services to ten severely and profoundly handicapped school-age children. The program provides services in the areas of educational, physical, communication development, nutrition and recreation.

The project staff includes a special education teacher and a part-time occupational/physical therapist. Support services are provided by the Chandler School District.

Each participating student is provided with educational and therapeutic programs which are written by staff and parents and included in the student's Individualized Education Program (IEP). Students are instructed in self-help skills, sensory motor skills, socialization and basic communication skills.

Staff development consists of in-service educational experiences and training designed for, and provided to, adaptive educational teachers, regular classroom teachers and aides in adaptive education classes. These programs include input from specialists in this area from within and outside the district.

A regular educational program offering assistance in effective parental coping and special needs of handicapped children are provided to parents. Ways in which parents may support and augment the school program are also presented.

IN-SERVICE: TEACHING THE MAINSTREAMED HANDICAPPED CHILD

Dr. William F. Hall, Director
Phoenix Elementary School District No. 1
125 East Lincoln Street
Phoenix, AZ 85004 **Phone: (602) 257-3805**

1. Population and area served:

   Phoenix Elementary District No. 1 is a K-8 district serving approximately 7,000 students. There are nearly 70,000 residents in the area.

2. Scope of project:

   The project is designed to serve 144 regular education teachers.

3. Description of staff:

   The staff consists of a teacher/consultant who helps plan and lead the project, plus five consultants who present the programs. The teacher/consultant and other consultants are paid from project funds. One other person involved is the Assistant Superintendent for Pupil Personnel Services, who does the overall planning. He is funded by local funds.

4. Significant components of the project:

   To train classroom teachers to plan, prepare and to modify the curriculum for the handicapped child in the regular classroom. Emphasis is on cooperative planning, mainstreaming and educational and behavioral adjustments necessary for mainstreamed children.

INSTRUCTIONAL MATERIALS CENTER FOR SPECIAL EDUCATION (IMCSE)

Serving Special Education and Others in the State of Arizona

Dr. Beverly Wheeler, Director
Arizona Department of Education
Educational Information Center
1535 West Jefferson Street
Phoenix, AZ 85007 **Phone: (602) 255-5391**

The IMCSE is part of the Educational Information Center whose primary purpose is to provide assistance to educators who need answers to questions to stimulate the use of educational information in research, planning, and development.

The IMCSE continues to provide educators ready access to materials and information related to handicapped children.

The IMCSE circulates printed materials, filmstrips, and information related to providing a free, appropriate public education for handicapped children in line with P. L. 94-142. The Center does computerized searches on topics related to special education.

In order to provide quality service delivery, the IMCSE responds to requests for information and materials within 24 hours.

KINDERGARTEN SCREENING AND FOLLOW-UP

Serving Handicapped Children in the Phoenix Elementary District

Dr. William Hall, Director
Phoenix Elementary School District No. 1
125 East Lincoln
Phoenix, AZ 85004 **Phone: (602) 257-3805**

The purpose of the Kindergarten Screening and Follow-Up Project is to provide special education and related services to handicapped kindergarten children through identification and evaluation of these students as soon as possible after enrollment.

Kindergarten teachers are trained in the use of the Dial (Developmental Indicators for the Assessment of Learning). The Dial screens in four areas: fine motor, gross motor, concepts, and communication. Teachers are able to administer, interpret findings, and plan and implement remediation for many of the deficits detected.

Speech-language testing is done by the speech clinicians and language assessments by the bilingual teachers. Health screenings, including a physical examination and a complete neurological examination, are conducted by a certified school nurse practitioner and a nurse assistant.

When all findings are assessed, appropriate referrals are made for health problems and for further evaluation by the special education team.

A multidisciplinary approach is utilized to best meet the needs of all kindergarten students. The parent(s) are part of the total project process.

A LANGUAGE LEARNING DISABILITIES HABILITATION PROGRAM

Mr. Donald D. Binder, Director
Williams Unified School District No. 2
P. O. Box 427
Williams, AZ 86046 **Phone: (602) 635-4428**

Students in kindergarten through second grade at Williams Elementary School receive intensive evaluation designed to detect the presence of language learning disabilities. Teachers of students in grades three through eight attend in-service workshops to gain skills in identifying students with language learning disabilities.

The Language Learning Disabilities Program provides direct services to approximately 25 students in grades kindergarten through eighth grade. Up to 70 students receive indirect or support services. Direct services include individual and group therapy provided by the speech and language pathologist. Indirect and support services consist of consultation and assisting classroom teachers with mainstream programs.

The Language Learning Disabilities Program provides for teacher training in methods, techniques and materials which can be utilized in the regular classroom for the purpose of habilitating and language disability. Parents also are involved in classes designed to create skills in developing language programs at home which support the school program. For students placed in a special program, parents are involved in writing and updating the Individualized Education Program (IEP) for their child.

NAVA-HANDI-SCHOOLS

Serving Children from Non-reservation Navajo County

Janet Kothrade, Director
Nava-Handi-Schools
P. O. Box 916
Snowflake, AZ 85937 **Phone: (602) 536-4297**

Nava-Handi-Schools provide services for 14 multiply handicapped or trainable mentally handicapped pre-school and school-aged children. The children must be evaluated as having handicaps within the severe to profound ranges of developmental disabilities and/or must be recommended for placement in Nava-Handi-Schools as the least restrictive environment.

Two centrally located centers are used to provide services to the multiply handicapped children. Nava-Handi-Holbrook is a self-contained school located in Holbrook, and Nava-Handi-Snowflake is a self-contained classroom located within the Snowflake Public Schools. Nava-Handi-Holbrook's staff includes one special education teacher, one driver-aide, one assistant driver-aide, one teacher's aide, and one cook-cleaner-aide. Nava-Handi-Snowflake's staff includes one special education teacher, and one driver-aide. The Nava-Handi staff also includes a special education director and a business manager for the total project.

Individualized Education Plans (IEPs) are written for each child enrolled. Parents participate with the special education teachers in making developmental assessments of their children prior to the IEP meetings. The parents and teachers make use of developmental assessments, as well as suggestions made by consulting therapists, during the IEP and IEP revision meetings. In accordance with the IEPs, physical and speech therapy, as well as other specific support services, are provided. The short-term objectives of the IEPs are used to provide daily instruction in the following areas: sensorimotor, cognitive, communicative, social-emotional, and self-help development. Parents receive reports every six weeks from the special education teachers on their child's progress. Teacher-parent conferences are arranged twice a semester, once at the parents' homes and once at the school.

Six in-service training and staff-parent meeting days are scheduled concurrently during the school year. Based on the needs of the staff and parents the in-service training is provided through state and local agencies. Parents are encouraged to attend both the in-service trainings and the staff-parent meetings (held on the same day for greater attendance). The purpose of the meetings is to share information concerning the needs and rights of the handicapped, as well as to discuss ways to improve Nava-Handi's programs.

NORTHWEST COOPERATIVE FOR THE MULTIPLY HANDICAPPED

Serving Dysart Unified District, Peoria Unified District and Wickenburg Unified District

Helen Woeller, Director
Dysart Unified School District No. 89
Route 1, Box 703
Peoria, AZ 85345 **Phone: 977-7281, Ext. 258**

The Northwest Cooperative provides services for 12 school-age children between the ages 5 and 21 who have been identified as multiply handicapped and exhibit severe or profound mental retardation in addition to one or more physical disabilities. The Cooperative serves the northwest area of Maricopa County (School Districts: Dysart District, Peoria Unified District No. 11 and Wickenburg Unified School District No. 9). Services include occupational, physical and language therapy in accordance with each child's Individualized Education Plan (IEP).

The specialized staff includes the project director/instructor for the multiply handicapped and five paraprofessionals for the multiply handicapped. Staff development is provided through weekly in-service training, SELECT courses and workshop participation. Parents are invited to attend pertinent training sessions.

Parental involvement is an extremely important component of the program. Parents are involved in writing and updating the IEP for each child. Parents are also invited to attend quarterly group meetings in order to receive supportive information to facilitate home carryover of training and skills as prescribed on the IEP. In addition, home/school liaison activities, such as daily contact between parents and teachers, quarterly progress reports, in-home activities with therapists, and videotaped training sessions are utilized. Periodic district newsletters and a parent advisory committee help to further involve parents and develop an awareness for school activities.

ORAL LANGUAGE DEVELOPMENT PROGRAM

Richard P. Sniegowski, Director
Alhambra Elementary District No. 68
3001 West Hazelwood
Phoenix, AZ 85017 **Phone: (602) 257-4821**

The Alhambra Elementary School District Oral Language Development Program provides a self-contained classroom for 25 children, between the ages of five and seven, who have been identified as severely language disordered. Services include a language-development based academic program; receptive and expressive language skills training; intensive articulation therapy; and social, psychomotor and perceptual skills training in accordance with each student's Individualized Education Program (IEP).

The specialized staff includes the project director, a speech and language pathologist, a learning disabilities teacher experienced in language disorders, and two instructional aides. Certificated personnel receive contracts in accordance with Alhambra Elementary School District's current salary schedule. Staff development is provided through in-service training and community workshops, as well as through utilization of a curriculum consultant contracted per diem. All parents and the P.A.C. organization are invited to attend all training sessions.

All parents of affected children are involved in writing and updating the IEPs of their children. Parents and the P.A.C. organization are also invited to attend bimonthly group meetings to receive supportive information which facilitates home carry-over of training and skills as prescribed in the IEP. Monthly newsletters and quarterly progress reports are sent home to help to further involve parents and develop an awareness of classroom activities.

PINAL SPECIAL EDUCATION

Serving Handicapped Children in (18) Participating Districts in Pinal County and One State Agency, Arizona Training Program at Coolidge

Lawrence E. Mazin, Director
c/o Mary C. O'Brien School District
Rural Station – Eleven Mile Corner
Casa Grande, AZ 85222 **Phone: (602) 723-5371**

The program is designed to meet the needs of 90 severely handicapped students, between the ages of 5 and 21 years, in Pinal County. The program provides services in the areas of self-help, life skills, art, music, adaptive physical education, academics, job placement when appropriate, and all extracurricular programs.

Under the administration of the Pinal County School Superintendent and Associate Superintendent, the project is a total service plan utilizing a project director; vocational coordinator; special education teacher in the areas of MH, TMH, EH, and EMH; speech and language therapist; school psychologist; occupational therapist; aides; cafeteria workers; bus drivers; maintenance supervisor; maintenance worker; secretaries; bookkeepers; nurse; and home visitor.

Each participating student is provided with a variety of psychological and educational evaluations including ability, achievement, processing and personality tests as determined by his/her needs. Educational and therapy programs are written by staff and parents and included in the student's Individualized Education Program (IEP), which is implemented by the school and consulting centers as required.

The students are divided into three main groups. The younger children are instructed in self-help skills, sensory motor skills, socialization, and academics, when appropriate. The second, or transitional group, are working on similar objectives, but are also involved in a career education program. Vocational experiences include on-campus work experience. The third group, consisting of older children, are involved in a cluster career education program. Career skills such as task accomplishment, personal responsibility, and personal hygiene are taught. Vocational experiences include on- and off-campus job activities and money-making projects.

An initial two days of in-service orientation training for the entire staff is provided on site.

PROJECT LYNN

Gail Bornfield, Director
Oracle School District No. 2
Oracle, AZ 85623 **Phone: (602) 896-2431**

The Oracle School District is a rural district located in the southeastern corner of Pinal County. The district provides services to students who are in grades K-9, with an age range of 5 to 17. Ninety-five of these students have been identified as needing special education services in the areas of educably mentally handicapped, learning disabled, emotionally handicapped and/or speech and language therapy. All special education students, under present budgeting limitations, are serviced through resource programming.

The project includes a teacher and a part-time aide for a cross-categorical self-contained classroom. The self-contained program involves 10 students between the ages of 10 and 15. The resource period involves five special education resource students for math instruction.

The project staff includes the program director, special education teacher, speech therapist, psychologist and part-time instructional aide. Staff development is provided through in-service training.

Parents are involved in writing and updating the Individualized Education Program (IEP) for each child. Parents are also invited to quarterly parent meetings to receive information and provide their input. Progress reports are sent home at the end of each school grading period (every nine weeks) to help further involve parents for the self-contained students. The program director meets with parents at their request at any time to discuss concerns.

RIM COUNTRY PRESCHOOL INTERVENTION PROGRAM

Donna L. Hand, Director
P. O. Box 1215
Payson, AZ 85541 **Phone: (602) 474-2348**

During the 1982-83 program year, Rim Country Preschool Intervention Program (formerly known as Pine Early Education Program) serves a geographical area covering northwestern Gila County, with a population of approximately 8,000. The program is administered by the Pine School District and Pine School Superintendent, Paul Street.

Rim Country Preschool Intervention Program (RCPIP) continues to serve moderately to severely handicapped children from three through five years of age. The number of students for the 1982-83 program year is projected at eight.

The Pine Elementary School superintendent is serving as RCPIP's fiscal agent. The program coordinator/teacher is responsible for coordinating the program, including policy writing, educational programming and staff management, and is directly responsible to the school superintendent. The teacher's aide/typist is responsible for teaching assistance, substitute teaching, typing and clerical duties and is directly responsible to the program coordinator/teacher. The above staff is paid with project funds. The assistance of volunteers for the program is also sought.

The program consists of home visits, Individualized Education Program (IEP) development and in-service training through the therapists and various agencies. Children receive training in an individualized program with integration into the Payson Head Start. These children also receive training in the home from the teacher and various therapists. All children placed are first evaluated through the Central Arizona Child Evaluation Center or other evaluation center.

We greatly encourage parent and community support of our program. A parent advisory committee gives input and monitors the current program each semester. Through public relations, brochures, newsletters, articles in the paper and personal contact, we have made the communities in northwestern Gila County more aware of the needs of the handicapped and plan to continue this community awareness.

SELECT

Tommi Pierce, Director
Arizona Department of Education
Special Education Office
1535 West Jefferson Street
Phoenix, AZ 85007 **Phone: (602) 255-3183**

SELECT is a process for delivering competency-based training to persons seeking to improve their skills in working with handicapped children.

The SELECT process begins at the local level (agency, organization, group) when a training need is identified. The need is described in terms of competencies or outcomes the agency/organization/group trainees would expect to have as a result of participation in in-service. A SELECT Special Study Institute may already exist which will meet the identified needs or a new Institute may be developed to address the need. The need is communicated to the Arizona Department of Education as a request for SELECT training. Requests are made three times yearly: in May for Fall SELECT training, in March for Summer SELECT training, and in October for Spring SELECT training.

SELECT Institutes are provided at no cost to the agency/organization/group and at no cost to participants. Should university credit—graduate or undergraduate—be desired, participants enroll on an individual basis and pay the university registration fee. A total of 107 SELECT Special Study Institutes are available.

SPECIAL APACHE VOCATIONAL EDUCATION
(S. A. V. E.)

Barbara Nelson, Director
Whiteriver Unified School District No. 20
P. O. Box 190
Whiteriver, AZ 85941 **Phone: (602) 338-4217**

The target population resides on the Fort Apache Indian Reservation in northeastern Arizona within the confines of the Whiteriver Unified School District. Most of the students are White Mountain Apaches.

This project focuses on students in the special education department of Alchesay High School. Sixteen students are served, ranging in age from 13 to 20.

The project has purchased capital equipment for the implementation of a prevocational training center for special education students in accordance with their Individualized Education Plans.

SPECIAL EDUCATION COUNSELING AND EH SERVICES

Serving Special Education Students in the Gilbert Unified School District

Susan B. Harrison, Director
Gilbert Unified School District No. 41
Building "B"
P. O. Drawer No. 1
Gilbert, AZ 85234 **Phone: (602) 892-0545, Ext. 257**

An elementary emotionally handicapped program is established at Neely Elementary School. The responsibility of the teacher of this program is to establish a leveling system of responsibilities and privileges for each EH student.

The specialized staff involved in this project includes the director of special education, school counselors, special education faculty, school psychologists, EH teacher and EH aide. All staff members involved in this program receive in-service training provided by the district. Parents are invited to attend all training sessions.

SPECIAL EDUCATION STAFF

Mary Hawkins, Director
Stanfield Elementary District No. 24
P. O. Box 578
Stanfield, AZ 85272
Phone: (602) 424-3472

Stanfield Elementary School is a rural school district serving approximately 420 students between the ages of 5 and 16.

For the 1982-83 school year, a special education teacher and an aide provide an appropriate public school education for handicapped students. The project serves 14 severe learning disabled students and two multiply handicapped students in reading, math, language, and individual disability areas.

Staff development for all special education personnel is held in August 1982. Information relating to SELECT courses is made available to the educational staff.

Parents are involved in their child's special education program. They assist in determining the goals for their children as listed on the Individualized Education Programs (IEPs). Parents also are invited to attend special education advisory committee meetings. Semester progress reports are provided to the parents to keep them current on their child's progress. Parents are also invited to attend review-of-placement conferences held annually.

SUPPORT

A System for Utilizing Peers in Program Organization Review and Technical Assistance (SUPPORT)

Diane Peterson, Deputy Associate Superintendent
Arizona Department of Education
Special Education Office
1535 West Jefferson Street
Phoenix, AZ 85007 **Phone: (602) 255-3183**

The goals of project SUPPORT are to assist administrators and teachers of programs for handicapped children to meet compliance with state and federal laws; to develop and implement appropriate special education programs and related services for handicapped children; and to disseminate public information activities relating to a free appropriate public education for handicapped children.

In order to meet school districts' needs, the specific activities of project SUPPORT include consultative/technical assistance for interpretation of and compliance with state and federal mandates, program/curriculum development and evaluation, in-service training, public awareness, organizational strategies, and documentation techniques.

One SUPPORT method provides all local educational agencies with a list of various types of programs that have been successful for handicapped children throughout the state.

PEER Consultants – A Peer Consulting component exists to provide districts with technical assistance which exceeds existing manpower capabilities of the Special Education Office. A list of persons who serve as PEER Consultants includes administrators, psychologists, and teachers.

Public Information Support Services – Project staff are available by telephone at the Special Education Office to respond to general requests for information related to providing a free appropriate education to handicapped students.

WORK EXPERIENCE FOR THE HANDICAPPED

Serving Handicapped Students in Marana, Sunnyside and Amphitheater School Districts and Arizona School for the Deaf and the Blind in Pima County

Darleen Videen, Director
Pima County School Office
131 West Congress
Tucson, AZ 85701 **Phone: (602) 792-8451**

This project provides vocational work adjustment opportunities for 25 identified handicapped students with compounded characteristics of inappropriate behaviors and attitudes. They participate in the work adjustment program and develop job skills necessary for obtaining and holding a job, or for continuing vocational programming. Advisors assist the participating students to enroll in appropriate vocational rehabilitation programs.

The Pima County school superintendent contracts with a work shelter agency to provide services for handicapped students. A project coordinator, who is special education and vocational education certified, manages the project under the direction of the Pima County education services coordinator. Funds for excess costs, such as the coordinator's salary and transportation, are provided by the school districts. A staff team from each school is provided with local funds to evaluate the students, provide program input and direction, communicate with parents, and direct the in-school activities.

Parents are consulted when the Individualized Education Program (IEP) is formulated. They are included in the school staffing before the recommended vocational assessment takes place. Parents review the school staff recommendations and are given the opportunity to visit the educational and work experience program. They are involved in the decision-making to place their child in the work experience program and are invited to the evaluation of their child. At least one parent of a participating student will serve on the advisory council, and parents are encouraged to assist with follow-up evaluations after the student completes high school and is placed on the job or into further training.